

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

LINCOLN COUNTY SCHOOLS CENTRAL OFFICE

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"Good plans shape good decisions.

That's why good planning helps to make elusive dreams come true."

Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Principal, West Hamlin Elementary	Forrest Cummings
	Principal, Hamlin School	Eddie Smith
	Director of Attendance & WVEA President	Ollie Hunting
	Superintendent	Anne Seaver
	Assistant Superintendent	Jeff Huffman
	Principal, LCHS	Dana Snyder
	Director of Special Education	Doug Smith
Business & Community	Community	Dr. Donna Martin
	Director of Lincoln Primary Care Center	Brian Crist
	Business Owner	Melinda Stone Bills
	Community	Olive Hager
	Director of County DHHR	Sandra Burton
	Director of Family Resource Network	Tammy Adkins
	Director, 21st Century Grant	Leigh Childers
Federal Programs	Coordinator of Federal Programs	Dr. Louis Watts
	Marshall University Faculty	Dr. Stan Maynard
Other	Marshall University Faculty	Dr. Rudy Pauley
	Parent	Ruth Porter
Parents		
Service Personnel	Director of Maintenance & Transportation	Dana Smith
Students	Student, LCHS	Justin Coburn
	Tech Contact-Duval PK-8	Mary Ann Patton
Teachers	County Instructional Math Coach	Jeff Midkiff
	Science Teacher, LCHS & AFT President	Jonathan Escue
	Speech Pathologist	Cheryl Dingess
	Teacher, Midway Elementary	Bruce Tulley
	Teacher, LCHS	Bethann Joyce
	Middle School Teacher, Duval PK-8	Darlene Tackett
	Teacher, LCHS	Cari Pauley
	Teacher, LCHS	Esther Nelson
Technology Committee	County Technology Coordinator	Danny Dailey
	Tech Contact	Doris Wilson
	Tech Contact-Ranger	Gloria Triplet
	Tech Contact -Harts Primary	Elizabeth Lucas
	Tech Contact - Harts	Carolyn Topping
	Principal, Harts Primary	Debbie Dingess
	Principal, Guyan Valley Middle School	Kevin Prichard
	Tech Contact - Guyan Valley	Bill McComas
	Tech Contact - West Hamlin	Robin Stratton
	Tech Contact - Hamlin Elem	Marsha Starr
	Assistant Principal, Lincoln County High	John Shimp
	Director of Special Projects	Bill Linville
	Tech Contact - Duval	Victoria Salmons
	Tech Contact - Midway	Debbie Wood
	Tech Contact - Yeager Career Center	Greg Gosnay
	RESA II CIS Director	Tim Conzett
	Assistant Superintendent	Jeff Huffman
Principal, Lincoln County High	Dana Snyder	

The committee broke into subgroups to work on the sections of the plan. They then brought back a draft of their section to review and revise with the group. The entire plan was presented to the Faculty Senate and Local School Improvement Council for review, before submission.

SCHOOL SYSTEM MISSION STATEMENT

To value and strive for excellence from students and staff

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Through continuous improvement, our school system will create the environment necessary for all students to achieve excellence.
2. Quality teaching and high expectations are the most influential factors in student achievement.
3. Parents and the community are valued partners in our school system.
- 4.
- 5.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Ed Tech Federal	180,000.00
Grants	4,500.00
Local Levy/Bond Money	480,000.00
Other Funds	62,000.00
Rural and Low Income Schools	115,840.00
Technology E-rate	101,806.39
Technology E-rate County Match	22,557.53
Technology Local Share	14,350.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	52,538.00
TFS/Elementary Technology	49,244.00
TFS/Secondary Technology	60,429.00
Title II	399,051.00
Title IV Safe and Drug Free Schools	28,535.52
Title V	6,295.00
Total	\$ 1,577,146.44

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

What enrollment increases or decreases have occurred in your school system? How has this impacted the system?

A steady decline in enrollment has negatively impacted the funding available for professional positions in Lincoln County; however, with the consolidation of the high schools, additional course offerings are available for all secondary students.

According to available data, what changes have occurred in the age, ethnic, or racial population demographics of your county? What are the implications?

According to the last census, there is a pattern of slight population increase but with dramatic changes in the age level composition of the population. There is a decrease in child-bearing ages and an increase in the population over 55 years of age.

Have there been any significant changes in the socio-economic demographics of your county? If so, what are the implications?

NA

Have there been changes in the economic stability or economic trends in your county? What are the implications?

NA

What are the changes in family characteristics or background of the students served in your county? What are the implications?

A steady high percentage of students receiving or qualifying for free and/or reduced meals indicates a high level of poverty among families with school age children. This high level of poverty (68%) negatively affects the knowledge (especially in the area of language development) that our children have obtained prior to school enrollment.

What are the significant social issues in your county? Are such things as drug abuse, homelessness, poverty, juvenile delinquency rate, or crime an increasing problem?

The 2005 YRBS results indicated the following about WV students:

Injuries and Violence: (22.3% carried a weapon during the past month; 29.1% were in a physical fight during the past year; 8% Of students had been injured or threatened during the past year; 6.4% of students did not come to school because they felt unsafe)

Alcohol and other Drug Use: (41.5% drank alcohol during the past month; 19.6% used marijuana during the past month; 11% ever used cocaine; 16% ever used inhalants; 24.8 % rode with a drinking driver during the past month; 10.6% rode in the car with someone drinking alcohol during the past 30 days)

Tobacco Use: (63% ever tried cigarette smoking; 28% Smoked cigarettes during the past month; 18% smoked cigarettes on on 20 or more days during the past month; 14% used smokeless tobacco during the past month; 13% smoked cigars during the past month)

What are the possible implications of technological change for your students?

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What outside student activities or commitments may be affecting student achievement? What are the implications?

NA

NA

PRIORITIES

1.

Closely watch the gap between Low SES and all students to assure achievement by all.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

NCLB WESTEST data for 2004/2005 reveal: 1. Elementary Special Education subgroup did not meet assessment standard for reading. 2. Secondary Special Education subgroup did not meet assessment standard for reading or math. 3. Elementary Low SES subgroup did not meet assessment standard for reading. 4. Secondary Low SES subgroup did not meet assessment standard for reading.

The data for 2005-2006 reveal: 1. Elementary Special Education subgroup did not meet the assessment standard for math or reading. 2. Secondary Special Education subgroup did not meet the assessment standard for math or reading. 3. Low SES Secondary subgroup did not meet the assessment standard for math or reading.

Additionally, none of our high schools met AYP--three due to assessment scores and one due to not meeting the graduation requirement.

The WESTEST data for 2006/2007 reveal: 1. Lincoln County did not meet AYP in the area of reading/language arts for the subgroups of Low SES and Special Education. 2. There is a growing achievement gap in the the area of reading/language arts between males and females. This is evident at each grade level tested and the gap is 32% at the 10th grade level.

WESTEST Confidential Summary Report

See information above

WESTEST Confidential Item Analysis Summary

NA

WESTEST Confidential Roster Report

NA

WV Writing Assessment

For the 2003/2004 school year, the percentage of students scoring at 2.0 and above are as follows: State standard - 70%; county 4th - 84%, county 7th - 81%, and county 10th - 87%.

For the 2004/2005 school year (using the new 6 point rubric), the percentage of 4th grade students scoring at or above mastery was 69%. Also, for 2004/2005, 7th graders scoring at or above mastery was 76% for descriptive, 63% for expository, 70% for narrative, and 68% for persuasive. For 2004/2005, 10th graders scoring at or above mastery was 82% for descriptive, 83% for expository, 74% for narrative, and 74% for persuasive.

For the 2005-2006 school year, 75% of the fourth graders scored above mastery (state average 75%); 62% of the seventh graders scored above mastery (state average 75%); and in tenth grade 60% scored above mastery (state average 79%).

For the 2006-2007 school year, the percentage of fourth grade students scoring proficient on the Writing Assessment dropped from 75% to 60% (State Average fell from 75% to 70%). The percentage of seventh grade students scoring proficient of the Writing Assessment fell from 62% to 56% (State Average increased from 75% to 76%). The percentage of tenth grade students scoring proficient on the Writing Assessment increased from 60% to 77% (State Average increased from 79% to 87%).

SAT/ACT Results

County ACT results in composite scores: 2002 - 18.0; 2003 - 18.3; 2004 - 18.7; and in 2005 18.6. These scores fall below the state and national average scores.

ACT Explore - Grade 8 Middle School

For the last two years, our 8th grade students have scored below the national mean scores in both reading/language arts and math, slightly worse in math.

ACT Plan - Grade 10 High School

For the last two years, our 10th grade students have scored below the national mean scores in both reading/language arts and math, slightly worse in reading/language arts.

AP Testing Report/AP Rate

There was a marked decrease in AP testtakers for 11th & 12th graders from the year 2003 to year 2004 (because students had to pay for their own tests during the 2004 year); AP class enrollment did not decline. For those same two years, the percentage of students who scored 3 or higher actually increased from 2003 to 2004. In 2005, the percentage taking the AP exams increased, however, zero 10th graders scored a 3 or higher; 11.9% of the 11 th graders scored 3 or higher; and only 2.5% of the 12th graders scored a 3 or higher.

End of Course Testing Report for Career and Technical Education

The average score for 616 End of Course Exams for Career and Technical courses at Lincoln County High School was 76%. 66.23% of the students participating in the exams had a passing score of 74% or higher. All courses met standards with the exception of Accounting Principles I, Business Computer Applications I, Introduction to Business and Marketing, Fundamentals of Building Construction, and Foundation and Footings.

Informal Reading Assessment

This information is not available on a system wide basis

Informal Math Assessment

This information is not available on a system wide basis.

Formative and Benchmark Assessments

NA

LEP - What are the number and percent of LEP students at each proficiency level on WESTELL (negligible, very limited, average, advanced)?

Our only LEP student for 2005-2006 school year is a true success story. From Russia, the student reach above mastery on the WESTEST this year for the first time. Ironically, we received one additional LEP student this August, and this student is also from Russia. LCS has contracted with an individual to assist the staff at the school.

PRIORITIES

1. Low student achievement in math and reading for secondary special education and Low SES subgroups.
2. Low student achievement in math and reading/language arts for special education and low SES subgroups
3. Providing high quality professional development in reading/language arts and math

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Lincoln County Schools attendance rates have remained constant throughout the last four years, with 96.8 attendance

for total students 2005. Likewise, there is very little difference among gender or ethnic groups and all students. The special education and economically disadvantaged sub-groups were 96.5 and 96.6 for the 2005, again showing little significant difference than all students.

For the 2006/2007 school year, the attendance rate for elementary and middle schools was 93.2%.

Discipline Referral Report

The following incidents were reported on WVEIS during the 2006-07 school year. Bullying - 64 incidents, Violence - 262 incidents, Prescription Drugs - 10 incidents, Drugs - 14 incidents, Alcohol - 7 incidents, Tobacco - 134 incidents and Persistently Dangerous School - 8 incidents

Dropout Rates/Graduation Rates (by subgroup if available)

Since 2002, the graduation rate has decreased, with a slight increase in year 2006. Following are the graduation rates: 2002--89.2%; 2003--87.6%, 2004--87.8%; 2005--82.6%; and 2006--83.8% Graduation rate for the subgroup of students with disabilities is disproportionate to rate of regular students, at 73.5% in 2005; however, the subgroup of economically disadvantaged was slightly higher than all students at 83.6%. In 2006, Hamlin High School (now closed), did not meet the graduation rate for AYP.

The graduation rate at Lincoln County High School was 79.28%. The Director of Special Education has stated that the dropout rate for special education students actually declined for the 2006-2007 school year.

College Enrollment Rate

In fall, 2003, 45% of Lincoln County graduates of May 2003 enrolled in college; in fall, 2004, the percentage of May 2004 graduates attending college had dropped to 39.8%

College Developmental Course Rate

In fall 2003, county students attending college who were enrolled in any developmental course was 48% of those attending.

PRIDE Survey

NA

Results of Nationally Recognized Physical Fitness Test

Our students, just as many across West Virginia and the United States, have shown an increase in childhood diabetes, and increased cholesterol and blood pressure problems. Obesity is also a concern, as shown in the reports from West Virginia University study.

Youth Risk Behavior Survey

The 2005 YRBS results indicated the following about WV students:

Injuries and Violence: (22.3% carried a weapon during the past month; 29.1% were in a physical fight during the past year; 8% of students had been injured or threatened during the past year; 6.4% of students did not come to school because they felt unsafe)

Alcohol and other Drug Use: (41.5% drank alcohol during the past month; 19.6% used marijuana during the past month; 11% ever used cocaine; 16% ever used inhalants; 24.8 % rode with a drinking driver during the past month; 10.6% rode in the car with someone drinking alcohol during the past 30 days)

Tobacco Use: (63% ever tried cigarette smoking; 28% Smoked cigarettes during the past month; 18% smoked cigarettes on on 20 or more days during the past month; 14% used smokeless tobacco during the past month; 13% smoked cigars during the past month)

CIMP Self Assessment

Discipline reports from county schools indicates that suspension rate for students with disabilities remains problematic and needs to be reduced. Graduation rate of students with disabilities is disproportionate when compared to graduation rate of students without disabilities. The dropout rate continues to be a concern and needs constant monitoring and analysis of relevant factors. An achievement gap in math and reading still exist with the special education subgroup and needs to be minimized. Compliance with birth to 3 transition requirements needs ongoing monitoring to insure that improvement plan remains effective. A greater number of less than fully certified teachers provide instruction to students with disabilities than students without disabilities, necessitating continued staff development of permitted individuals and county efforts to recruit and retain highly qualified staff.

LEP - What are the number and percent of limited English proficiency (LEP) students?

Presently, there is one identifies LEP student, an 11th grader. This student is from Russia and throughout the years he has attended LCS his progress is remarkable. On the 2006 WESTEST he scored above mastery. One additional fourth grade student is being tested to be identified for services. This student is also from Russia.

LEP - What are the major language groups?

Russian

LEP - What are the number and percent of immigrant students (*if available)?

None have been identified.

LEP - What are the number and percent of migrant students?

Zero

What are the number and percent of schools/levels serving LEP students?

Lincoln County High School, one student, 11th grade

Students in Lincoln County Schools had 538 out of school suspensions during the 06-07 school year. 207 suspensions were related to violence. 4 suspensions were related to tobacco. 22 suspensions were related to alcohol and drugs. 233 of the suspensions were ATOD or Violence violations. 43% of all suspensions were related to ATOD or Violence. The ATOD and Violence suspensions resulted in 665 days of suspension. We believe that lost days of instruction results in lower student achievement, lower graduation rate and a higher drop-out rate.

PRIORITIES

1. Efforts to increase graduation rates and college going rates must continue.
- 2.

Student health, i.e., increased frequency of obesity, high cholesterol and diabetes, is a concern.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Many of the issues cited in the last OEPA monitoring have been corrected, however, low achievement test scores, graduation rate, and college going rate remain concerns.

North Central Report on Schools

NA

Walkthrough Summaries

Based on the most recent walk-throughs, the major concern is the transfer of knowledge and skills from professional development offering to the application in the classrooms. This will continue to be monitored during the school year.

High Schools that Work Assessment Report

The 2006 HSTW assessment data for the four high schools was compiled into one data file for Lincoln County High School. In reading 42% of the students met the goal of 279. The mean score in reading was 268. In math 49% of the students met the goal of 297. The mean score in math was 287. In science 41% of the students met the goal of 299. The mean score in science was 282.

Making Middle Grades Matter Report

NA

High Schools that Work Annual Report

All four Lincoln County High Schools completed their annual reports in 2006. The four schools consolidated into Lincoln County High School in the fall of 2006. Lincoln County High School will continue in the HSTW network. Lincoln County High School was selected and will be one of the twelve high schools in the 21st Century HSTW Enhanced Model.

Highly Qualified Personnel Report

Per the 2004/2005 WVDE report, 98% of the core classes in Lincoln County were being taught by educators meeting the definition of Highly Qualified. For the 2006-2007 school year there are 31 professionals who are teaching with permits or out-of-field authorizations.

The Lincoln County School System, as many others, continues to face the problem of attracting and maintaining highly qualified staff. This is evident in the fields of mathematics, science, special education, and foreign language. Additionally, our county school system has now began to employ staff members on permits or out-of-field authorizations in the areas of art, music, and physical education!

Framework Assessment of High Yield Practices

NA

Digital Divide Report (Technology)

The main concerns expressed in the latest technology plan for the county were: need to update several old computers, supporting technology needs in new high school (opened in fall, 2006), and the need to increase technology integration instruction in the classroom. Presently the schools in Lincoln County have 1672 computers and 784 of the computers are Windows 98 or below according to the digital divide survey. This gives the county 64% of its computers that are in need of upgrading. .

PRIORITIES

1. Transfer of skills learned in research based professional development sessions to classroom instruction.
2. Decrease the number of professionals teaching on a permit or an out-of-field authorization.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All Lincoln County students will be proficient in mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	All elementary students will achieve mastery or above in math as measured by WESTEST and other assessment instruments by 2013/2014.	K-5 mastery & above mastery - math	69.60	85.00
1.2	All secondary students will achieve mastery or above in math as measured by WESTEST by 2013/2014.	9-12 mastery & above mastery - math	59.50	80.00
1.3	Provide sustained professional development offerings for teachers resulting high quality classroom instruction.	Professional Development - Math	0.00	0.00
1.4	All middle school students will achieve mastery or above in math as measured by WESTEST by 2013/2014.	6-8 mastery & above mastery - math	0.00	76.00

Goal 2: All Lincoln County students will be proficient in reading/language arts.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	All elementary students will achieve mastery in reading/language arts as measured by WESTEST and other assessment instruments by 2013/2014.	K-5 mastery & above mastery - R/LA	71.60	87.00
2.2	All secondary students will achieve mastery in reading/language arts as measured by WESTEST by 2013/2014	9-12 mastery & above mastery - R/LA	64.70	85.00
2.3	Provide sustained professional development offerings for teachers resulting high quality classroom instruction.	Professional Development - R/LA	0.00	0.00
2.4	All middle school students will achieve mastery in reading/language arts as measured by WESTEST by 2013/2014	6-8 mastery & above mastery - R/LA	0.00	83.00

Goal 3: All students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

	Objective	Objective Short Name	Baseline	5-year Target
3.1	During the 2006-07 school year there were 502 offences related to ATOD and Violence. 337 offences were related to bullying or violence. To decrease the number of offences related to bullying and violence by 7% during the 2007-08 school year.	Bulling and Violence	0.00	0.00
3.2	During the 2006-07 school year there were 502 offences related to ATOD and Violence. 134 offences were related to tobacco. To decrease offences related to tobacco by 5% during the 2007-08 school year.	Tobacco	0.00	0.00
3.3	During the 2006-07 school year there were 502 offences related to ATOD and violence. 31 offences were related to drugs or alcohol. To decrease offences related to drugs and/or alcohol by 2% during the 2007-08 school year.	Drugs and Alcohol	0.00	0.00

Goal 4: The county will improve the integration of technology in order to improve students achievement.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	County will improve the network infrastructure for student achievement and professional growth through upgrading all computers operating systems to windows XP or above by 2010.	Technology	0.32	100.00

Goal 1: All Lincoln County students will be proficient in mathematics.

Objective 1.1 All elementary students will achieve mastery or above in math as measured by WESTEST and other assessment instruments by 2013/2014.

As measured by:
WESTEST, IMA

Baseline Data		69.60	
	Targets		Actual
	2005-2006	73.00	2005-2006 70.40
	2006-2007	76.00	2006-2007 68.60
	2007-2008	79.00	2007-2008 N/A
	2008-2009	82.00	2008-2009 N/A
	2009-2010	85.00	2009-2010 N/A

Objective 1.2 All secondary students will achieve mastery or above in math as measured by WESTEST by 2013/2014.

As measured by:
WESTEST

Baseline Data		59.50	
	Targets		Actual
	2005-2006	64.00	2005-2006 56.20
	2006-2007	68.00	2006-2007 56.00
	2007-2008	72.00	2007-2008 N/A
	2008-2009	76.00	2008-2009 N/A
	2009-2010	80.00	2009-2010 N/A

Objective 1.3 Provide sustained professional development offerings for teachers resulting high quality classroom instruction.

As measured by:
Classroom Walk-throughs, Professional Development Evaluations

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 0.00
	2007-2008	0.00	2007-2008 N/A
	2008-2009	0.00	2008-2009 N/A
	2009-2010	0.00	2009-2010 N/A

Objective 1.4 All middle school students will achieve mastery or above in math as measured by WESTEST by 2013/2014.

As measured by:
WESTEST

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 64.60
	2007-2008	70.00	2007-2008 N/A
	2008-2009	74.00	2008-2009 N/A
	2009-2010	76.00	2009-2010 N/A

Goal 2: All Lincoln County students will be proficient in reading/language arts.

Objective 2.1 All elementary students will achieve mastery in reading/language arts as measured by WESTEST and other assessment instruments by 2013/2014.

As measured by:
WESTEST

Baseline Data				71.60
	Targets		Actual	
	2005-2006	75.00	2005-2006	73.70
	2006-2007	78.00	2006-2007	69.50
	2007-2008	81.00	2007-2008	N/A
	2008-2009	84.00	2008-2009	N/A
	2009-2010	87.00	2009-2010	N/A

Objective 2.2 All secondary students will achieve mastery in reading/language arts as measured by WESTEST by 2013/2014

As measured by:
WESTEST

Baseline Data				64.70
	Targets		Actual	
	2005-2006	69.00	2005-2006	62.70
	2006-2007	73.00	2006-2007	52.00
	2007-2008	77.00	2007-2008	N/A
	2008-2009	81.00	2008-2009	N/A
	2009-2010	85.00	2009-2010	N/A

Objective 2.3 Provide sustained professional development offerings for teachers resulting high quality classroom instruction.

As measured by:
WESTEST

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	0.00
	2007-2008	0.00	2007-2008	N/A
	2008-2009	0.00	2008-2009	N/A
	2009-2010	0.00	2009-2010	N/A

Objective 2.4 All middle school students will achieve mastery in reading/language arts as measured by WESTEST by 2013/2014

As measured by:
WESTEST

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	70.60
	2007-2008	79.17	2007-2008	N/A
	2008-2009	81.00	2008-2009	N/A
	2009-2010	83.00	2009-2010	N/A

Goal 3: All students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective 3.1 During the 2006-07 school year there were 502 offences related to ATOD and Violence. 337 offences were related to bullying or violence. To decrease the number of offences related to bullying and violence by 7% during the 2007-08 school year.

As measured by:
WVEIS Reports

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 0.67
	2007-2008	0.60	2007-2008 N/A
	2008-2009	0.00	2008-2009 N/A
	2009-2010	0.00	2009-2010 N/A

Objective 3.2 During the 2006-07 school year there were 502 offences related to ATOD and Violence. 134 offences were related to tobacco. To decrease offences related to tobacco by 5% during the 2007-08 school year.

As measured by:
WVEIS Rports

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 0.27
	2007-2008	0.22	2007-2008 N/A
	2008-2009	0.00	2008-2009 N/A
	2009-2010	0.00	2009-2010 N/A

Objective 3.3 During the 2006-07 school year there were 502 offences related to ATOD and violence. 31 offences were related to drugs or alcohol. To decrease offences related to drugs and/or alcohol by 2% during the 2007-08 school year.

As measured by:
WVEIS Reports

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 0.06
	2007-2008	0.04	2007-2008 N/A
	2008-2009	0.00	2008-2009 N/A
	2009-2010	0.00	2009-2010 N/A

Goal 4: The county will improve the integration of technology in order to improve students achievement.

Objective 4.1 County will improve the network infrastructure for student achievement and professional growth through upgrading all computers operating systems to windows XP or above by 2010.

As measured by:
Digital Divide Survey

Baseline Data			
Targets		Actual	
2005-2006	0.45	2005-2006	38.00
2006-2007	60.00	2006-2007	0.00
2007-2008	75.00	2007-2008	N/A
2008-2009	92.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

HIGH YIELD STRATEGIES THAT WILL BE UTILIZED TO COMPLETE THE FIVE YEAR PLAN

CURRICULUM	INSTRUCTION	SCHOOL EFFECTIVENESS	STUDENT/PARENT SUPPORT	CONTINUOUS IMPROVEMENT
Rigorous Performance in Core Subjects <input type="checkbox"/>	Classroom Environments <input type="checkbox"/>	Culture of Support and Trust and Collaboration <input type="checkbox"/>	Culture that Accepts Responsibility for Students <input type="checkbox"/>	District Leadership to Create Learning Centered Schools <input type="checkbox"/>
21st Century Content <input checked="" type="checkbox"/>	Instructional Management <input type="checkbox"/>	Performance Goals to Develop 21st Century Learners <input type="checkbox"/>	Innovative Approaches to Meeting Subgroup Needs <input type="checkbox"/>	Change as an On-Going Continuous Process <input type="checkbox"/>
Standards-Based Curriculum <input type="checkbox"/>	Standards-Based Unit and Lesson Design <input type="checkbox"/>	Leadership Development <input type="checkbox"/>	Support System for Student Physical and Social and Emotional Needs <input type="checkbox"/>	Identification of System-Wide Core Beliefs <input type="checkbox"/>
Prioritization and Mapping <input checked="" type="checkbox"/>	21st Century Learning Skills <input type="checkbox"/>	Integration of 21st Century Learning <input type="checkbox"/>	Developmental Guidance with Character and Career Education Development <input checked="" type="checkbox"/>	Well-Articulated Mission <input type="checkbox"/>
Performance Benchmarks <input type="checkbox"/>	Differentiated Instruction <input type="checkbox"/>	Balanced Professional Development <input type="checkbox"/>	Strategies that Develop Students having 21st Century Learning Skills <input type="checkbox"/>	Change Based on Internal and External Factors <input type="checkbox"/>
Balanced Assessment System <input type="checkbox"/>	Research-Based High Yield Instructional Strategies <input checked="" type="checkbox"/>	Presence of the Correlates of Effective Schools	Effective Transition Pre K to Post Secondary <input type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>
Pre K-12 Literacy Model <input type="checkbox"/>	Authentic Classroom Assessments <input type="checkbox"/>		Understanding the Need to Develop 21st Century Graduates <input type="checkbox"/>	Parents as Respected and Valued Partners <input checked="" type="checkbox"/>
Pre K-12 Mathematics Model <input type="checkbox"/>	Adjustment of Instructional Time <input type="checkbox"/>	Professional Development for School Strategic Planning Committees <input type="checkbox"/>	Parent Involvement Communication System <input type="checkbox"/>	Change Processes that Address Interrelatedness of Activities and Resources <input type="checkbox"/>
Curriculum Support System <input type="checkbox"/>	Integration of Literacy Strategies <input type="checkbox"/>	Support for the Work of the School Strategic Planning Process <input type="checkbox"/>	Proactive Community <input type="checkbox"/>	Plan and Do and Study and Act Cycle <input type="checkbox"/>
Curriculum Monitoring Process <input type="checkbox"/>	Accelerated Learning <input type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>
	Instructional Support System <input type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input type="checkbox"/>	Effective Preschool Programs <input type="checkbox"/>	
	Instructional Monitoring System <input type="checkbox"/>	Support for School-Based Professional Development that is Ongoing and Embedded <input checked="" type="checkbox"/>		
	Highly Qualified Teachers <input checked="" type="checkbox"/>	District Monitoring System for School Accountability <input type="checkbox"/>		
		Time Prior to and During the Instructional Term for Meaningful Staff Planning <input type="checkbox"/>		
Other Strategies				
Conflict Resolution/Peer Mediation				
Social Skills				
Refusal/Resistance Skills Training				
Risk & Protective Factor Approach				
Social Influences				
Technology Integration				

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
	<p>Technology - Teachers and students will use technology in increase student achievement.</p>	<p>Technology - Teachers and students will use technology in increase student achievement.</p> <p>Prioritization & Mapping will be used in grades 3-12 in the areas of language arts and mathematics to pace instruction and optimize student achievement.</p> <p>Formative assessments will be utilized in grades 3-10 in the areas of language arts and mathematics to provide frequent monitoring of student progress toward mastery and beyond.</p> <p>Professional development offerings will be centered around High Yield Strategies proven effective to increase student</p>			

Developmental Guidance with Character and Career Education Development
21st Century Content
Prioritization and Mapping
Research-Based High Yield Instructional Strategies
Highly Qualified Teachers
Support for School-Based Professional Development that is Ongoing and Embedded
Parents as Respected and Valued Partners
Other Strategy Conflict Resolution/Peer Mediation
Other Strategy Social Skills
Other Strategy Refusal/Resistance Skills Training
Other Strategy Risk & Protective Factor Approach
Other Strategy Social Influences
Other Strategy

achievement.

We will recruit and retrain teachers to assure that all classes are being taught by highly qualified personnel.

Actions will be taken to encourage positive home-school relations as there is a correlation between student achievement and parental involvement.

We understand the importance of proactive parental involvement and have employed a Parent Resource Center Coordinator who works with Title I and Special Education.

A Peer Mediation Facilitator was trained and hired for each middle school and the high school. Students were trained in each school. Each middle school and the high school will implement a

Technology Integration

peer mediation program during the 2006-07 school year.

Health teachers and after school facilitators were trained in the Life Skills Curriculum. The curriculum will be integrated in middle school health classes and after school detention.

Health teachers and after school facilitators were trained in Discovery Health Curriculum. Site licenses were purchased for each middle school and the high school. The Discovery Health Curriculum will be implemented during the 2006-07 school year.

Each middle school and the high school will have a RAZE Program with an adult sponsor. The RAZE Team will do commotions at

their schools.
 The
 commotions
 will
 communicate
 to students the
 effects of
 advertising of
 tobacco and
 drugs has on
 students.

Students and
 teachers at the
 middle schools
 and high
 school will
 integrate
 technology into
 their curriculum
 by using the
 Discovery
 Health website
 and resources.

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
<p>Developmental Guidance with Character and Career Education Development</p>	<p>Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs.</p> <p>Tomlinson, C.A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, Va. Association for the Supervision and Curriculum Development.</p> <p>Orkwis, R., & McLane, K. (1998). <i>A curriculum every student can use: Design principles for student access</i>. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)</p>
<p>21st Century Content</p>	<p>High performing school systems understand the importance of having a systemic PreK-12 approach to organizing and managing the adopted curriculum. Without a management system, decisions about what to teach, when to teach, and the relative value of content and skills is left to the decision of individual teachers and/or individual schools. This would be acceptable if all schools were the one-room schoolhouses of the past. However, most students attend separate elementary, middle and high schools. Student performance is greatly enhanced when there is clear curriculum articulation from grade to grade. Thus, high performing school systems use a variety of methods to assure continuity of curriculum and to assure that "power objectives" are given a higher priority for instructional time and focus. A common method used by these systems is a process called "prioritizing and mapping."</p> <p>Using the district-adopted curriculum (in West Virginia the WV Content Standards and Objectives), most systems begin the prioritization and mapping process with core subjects (usually reading/language arts, mathematics, science and social studies) then progress to other subjects. Convening teams of teachers at each grade and/or subject and a knowledgeable facilitator trained in the process, teachers meet together over several sessions to reach consensus on the sequencing of content, the relative priority (i.e. value) of content, and the appropriate instructional time allocation for groupings of objectives during the school year.</p> <p>Committees usually begin the mapping and prioritization process by viewing the overall sequence of objectives vertically through the grades in order to understand the broad sequence of objectives that comprise the students' PreK-12 curricular experience. Since objectives are rather broad, teachers may also spend time further defining the content associated with the objectives. In systems using the popular Understanding by Design (UbD) instructional process, teachers often spend time specifying enduring understandings and essential questions that align with core topics.</p> <p>Once core learnings are sequenced, topics are reviewed in terms of relative importance. Usually content is categorized into three or four broad areas; from essential to least important. The criteria for determining this "prioritization" would include such things as (a) the overall importance of the content to a student gaining enduring understanding, (b) the importance of the objective as a prerequisite to the next level of learning, (c) the results of prior assessments of student proficiency, and (d) the value of the objective on high stakes testing. Once these criteria are applied, the amount of time allocated during the instructional term for each broad area is determined. This process concludes with the construction of a map that follows the school system's instructional calendar. This map acts as a vertical (from grade to grade) and horizontal (across the instructional year) guide for the delivery of curriculum.</p>

	<p>The development of the maps is usually the beginning step in conceptualizing a total curriculum management system. Teachers are given many opportunities to react to and to refine the maps. The maps become the basis for extensive professional development and professional dialogue. Maps are used as an effective and specific communication tool with parents and students providing them with a clear picture of expectations and timelines. Often, maps are the prerequisite step to other high yield practice called system-wide benchmarking and system-wide formative assessments.</p> <p>Assuring a high quality rigorous curriculum to all students cannot be left to chance. Mapping and prioritization levels the “curriculum playing field” by enhancing curricular continuity regardless of grade or school for ALL students.</p> <p>WVDE, October 2004.</p>
Prioritization and Mapping	<p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to “justify” the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment</i>, <i>Teaching and Learning Technologies, TIP</i>)</p>
Research-Based High Yield Instructional Strategies	<p>High performing school districts understand that enhancing the quality of instruction in every classroom is critical to student success. Research validates that the quality of instruction is a more powerful achievement variable than a student’s background characteristics. The pervasive and consistent use of research-based instructional strategies, appropriate to the content and student developmental level, enhances student engagement and improves student achievement.</p> <p>Numerous studies validate this correlation including the Center for Performance Assessments study of the 90/90/90 schools (i.e., schools with more than 90 percent of the students eligible for free and reduced lunch, more than 90 percent from ethnic minorities, and more than 90 percent achieving high academic standards). These schools consistently used specific practices that ultimately enhanced achievement. These practices included (1) a laser-like school-wide focus on student achievement, (2) focus on a select number of school improvement initiatives, (3) focus on mastery of essential skills, (4) consistent and pervasive use of “writing to inform” with common rubrics and collaborative scoring, (5) frequent assessments with multiple opportunities for improvement, (6) focus on achievement and continuous progress of students, and (7) use of performance assessments. Numerous other studies validate the importance of the use of particular instructional strategies to improve student achievement. One of the most useful is the recent work of scholar, Robert Marzano.</p> <p>Robert Marzano, in his book <i>Classroom Management That Works</i>, specifies particular <i>categories</i> of strategies that have a strong effect on achievement. Using scientific research processes, Marzano identified nine <i>categories</i> of instructional strategies that should be in the repertoire of classroom teachers. Applicability of these strategies is dependent on their appropriateness to a particular grade level and/or subject area. These categories are listed below:</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking

	<ul style="list-style-type: none"> • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions and advanced organizers <p>(Marzano, 2001)</p>
<p>Highly Qualified Teachers</p>	<p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.</p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p>
<p>Support for School-Based Professional Development that is Ongoing and Embedded</p>	<p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994).</p> <p>Similar finding have been sited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
<p>Parents as Respected and Valued Partners</p>	<p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994).</p> <p>Similar finding have been sited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
<p>Other Strategy Conflict Resolution/Peer Mediation</p>	<p>Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism.</p>

Supporting Citations:

DuRant, R.J. et al. (1996). [Comparison of two violence prevention curricula for middle school adolescents](#). *Journal of Adolescent Health*, 19, 111-117.

Johnson, D.W. (1996). [Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research](#). *Review of Educational Research*, 66(4), p.459-506.

Lindsay, Paul (1998). [Conflict resolution and peer mediation in public schools: what works?](#). *Mediation Quarterly*, v.16,no.1, 85-99.

Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) [A review of selected school-based conflict resolution and peer mediation projects](#). *Journal of School Health* 65(10), 426-431.

Other Strategy
Social Skills

Social Skills Training means focusing on a range of social competency skills (e.g. developing self-control, stress management, responsible decision-making, social problem solving, and communication skills). It is an integral part of the [Comprehensive, Multi-Component Approach](#).

Supporting Citations:

Dent, C.W. et al. (1995). [Two-year behavior outcomes of Project No Tobacco Use](#). *Journal of Clinical and Consulting Psychology*, 63, 676-677.

Gottfredson, D.C. (1997). [School-based crime prevention](#). In L. Sherman (Ed.), *Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress* (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.

Hansen, W.B. (1992) [School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990](#). *Health Education Research: Theory and Practice* 7(3), 403-430.

Horner, R.H., Sugai, G., Lewis-Palmer, T. and Todd, A.W. (2001). [Teaching school-wide behavioral expectations](#). *Report on Emotional & Behavioral Disorders in Youth*, 1(4), pp. 77-79.

Lewis TJ, Sugai G, Colvin G (1998). [Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions](#). *School Psychology Review*, 27(3), pp. 446-459.

Mayer, G.R., and Sulzer-Azaroff, B. (1991). [Interventions for vandalism](#). In G. Stoner, M.K. Shinn and H.M. Walker (Eds.) *Interventions for achievement and behavior problems* (pp. 559-580). Washington, D.C.: National Association of School Psychologists

Payton JW, Wardlaw DM, Graczyk PA et al. (2000). [Social and emotional learning: a framework for promoting mental health and reducing risk behaviors in children and youth](#). *Journal of School Health* 70 (5) pp. 179-185.

	<p>Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. <i>Journal of Primary Prevention</i>, 18(3), 341-361.</p>
<p>Other Strategy Refusal/Resistance Skills Training</p>	<p>Activities that teach refusal or resistance skills are incorporated into the program along with opportunities for practice. These programs help prepare students to identify pressures to use drugs and give students the skills they need to resist peer pressure to use drugs.</p> <p>Supporting Citations:</p> <p>Dusenbury, L. & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. <i>Journal of School Health</i>, 65(10), 420-425.</p> <p>Elias, J.J. et al. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program <i>American Journal of Orthopsychiatry</i>, 61(3), 409-417.</p>
<p>Other Strategy Risk & Protective Factor Approach</p>	<p>Research suggests that prevention programs should address risk factors.</p> <p>Supporting Citation:</p> <p>Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. <i>Psychological Bulletin</i>, 112(1), 64-105.</p> <p>Miller GE, Brehm K, Whitehouse S (1998). Reconceptualizing school-based prevention for antisocial behavior within a resiliency framework. <i>School Psychology Review</i>, 27(3), 364-379.</p> <p>Moon DG, Jackson KM, Hecht ML (2000). Family risk and resiliency factors, substance use, and the drug resistance process in adolescence. <i>Journal of Drug Education</i>, 30(4), 373-395.</p>
<p>Other Strategy Social Influences</p>	<p>An emphasis on social influences such as advertising and media as well as the influence of friends (peer resistance skills training) and family members as role models are an important part of the Comprehensive, Multi-Component Approach. Research has shown that a focus on social influences is a critical aspect of effective drug prevention education.</p> <p>Supporting Citation:</p> <p>Epstein, J., Botvin, G., Baker, E. & Diaz, T. (1999). Impact of social influences and problem behavior on alcohol use among inner-city hispanic and black adolescents. <i>Journal of Studies on Alcohol</i>, 60(5), p. 595-604.</p> <p>Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early</p>

	<p>adulthood: Implications for substance abuse prevention. <i>Psychological Bulletin</i>, 112(1), 64-105.</p> <p>Scott,D.M., Surface,J.L., Friedli,D. & Barlow,T.W. (1999). Effectiveness of Student Assistance Programs in Nebraska schools. <i>Journal of Drug Education</i>, 29(2) p. 165-174.</p>
<p>Other Strategy Technology Integration</p>	<p>The effective use of learning technology has led directly to significant gains in math, reading and language arts skills in West Virginia, according to a new study released by the Exchange. The study, conducted by Professor Dale Mann of the Teachers College at Columbia University, Professor Charol Shakeshaft of Hofstra University, and a team of education researchers, marks the first time that a long-term statewide learning technology program has been assessed for its effectiveness. The researchers examined West Virginia's Basic Skills/Computer Education (BS/CE) program, whose objective was to use the computer as a tool for improving the basic skills and to provide comprehensive teacher training on utilizing computers in the classroom. The program's ten-year history makes it the nation's longest-running state program for the implementation of technology in education.</p> <p>Details of the study are available from the Milken Family Foundation at http://www.mff.org/edtech/article.taf?_function=detail&Content_uid1=127.</p>

Technology Plan

Submitted by - ddailey@access.k12.wv.us 2007-09-18 08:15:06.0

E-rate Year 2008-2009

Federal Compliances

Federal/State Compliances listed below must be addressed in the county/school plan.

Technology -01 – USING TECHNOLOGY EQUIPMENT/INFRASTRUCTURE FOR EQUITABLE ACCESS TO 21ST CENTURY TECHNOLOGY TOOLS

List one or more activity/strategy that describes how the county/school will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills. The action steps should ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools.

Technology 02 - TECHNOLOGY INTEGRATION FOR 21ST CENTURY SKILLS/STUDENT ACHIEVEMENT

List one or more activity/strategy that focuses on using technology to improve achievement of all students with special emphasis on high need and high poverty students. The strategies/action steps should include how 21st century tools and skills will allow students to access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge, construct products, reports and systems and access online assessment systems.

Technology 03- PROVIDING COLLABORATION/COMMUNICATION TOOLS (TELECOMMUNICATIONS NETWORK/EMAIL)

List one or more activity/strategy that describes how the county/school will ensure that the use of telecommunications and internal connections in the schools will enhance student learning. The action steps/strategies should ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.

Technology 04- INCREASED ACCESS FOR STUDENTS AND TEACHERS TO 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the county/school will provide increased access to technology for students and teachers. .

Technology 05 – DELIVERY OF 21ST CENTURY CONTENT THROUGH DISTANCE LEARNING

List one or more activity/strategy that describes how the county/school will use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Technology 06- 21ST CENTURY PARENT/COMMUNITY/PARTNERSHIP COLLABORATION

Include strategies for promoting collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

Include professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology. Include strategy(ies) (e.g., technology integration specialists). to provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction.

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the school/county will implement, support, maintain and repair all computer equipment and internal connections.

Technology 09- ADULT LITERACY

List one or more activity/strategy that describes how the school/ county will collaborate with adult literacy providers when appropriate.

Narrative Summary

The county and school technology plans provide a description of how the county and schools plan to allocate adequate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plans include the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology in our county and schools is based upon the validation from research-based evaluation findings from previous West Virginia-based evaluation projects.

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the

technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively bid contracts.

An added benefit for our county and school data collection and reporting to the Department of Education and to the federal government is WVEIS, the state-provided comprehensive statewide uniform integrated education management and information system. Also developed by WVEIS, the online county and school's technology plan's structure allows flexibility to adjust the plan based on developing technology, federal and state requirements and changing local school and county needs. The online county and school technology plans are developed in compliance with United States Department of Education regulations and Federal Communications Commission requirements for federal E-rate discounts. The county and schools also continue to seek applicable federal government funds, philanthropic funds, and other partnership funds (or any combination of these types of funds) to augment state appropriations and encourage the pursuit of funding through grants, gifts and donations.

Some technology initiatives in schools and counties may not be adequately addressed in the goals/objective/strategy section of the technology planning section. The county and school narrative allow planning teams to structure a framework/narrative description to describe how the county and schools will allocate adequate resources to provide students and teachers to twenty-first century technology tools,

NA

Technology Needs Assessment

The main concerns expressed in the latest technology plan for the county were: need to update several old computers, supporting technology needs in new high school (opened in fall, 2006), and the need to increase technology integration instruction in the classroom. Presently the schools in Lincoln County have 1672 computers and 784 of the computers are Windows 98 or below according to the digital divide survey. This gives the county 64% of its computers that are in need of upgrading. .

Action Steps

Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Provide maintenance necessary to utilize and sustain a telecommunications network for Lincoln County

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To effectly intergrate technology into the classroom	Persons Responsible Danny Dailey - Technology Coordinator	Target Audience All Schools	Federal Compliances Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-The county Technology Team will meet throughtout the year.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To increase communication and the effective use of technology.	Persons Responsible School Technology Contacts County Technology Coordinator	Target Audience School Technology Contacts	Federal Compliances Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step Technology support for READ 180 Program at Duval PK-8 School

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide a supplemental reading program to improve reading achievement for low performing reading students in 7th & 8th grades	Persons Responsible Duval High Principal and select Teachers	Target Audience Teacher, Students
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Federal Compliances Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-County and school technology plans will be kept current and implemented

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To increase student achievement	Persons Responsible Technology Coordinator, Principals, School Technology team, County Technology team	Intended Impact on Audience School will be provided with PD needed to develop effective technology plans
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Professional Development Trainer Led	Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement
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Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Provide a robust communication (data and telephone) system to school system

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To have a reliable and effective communication network.	Persons Responsible Technology Coordinator	Target Audience All Schools
--	--	------------------------------------

Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Schedule all elementary/Junior High students into Odyssey/COMPASS labs.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To increase achievement in basic skills	Persons Responsible Elementary principals and teachers	Target Audience All Elementary and PK-8 Schools
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Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Provide Cellular service to 5-10 special education buses and paging services for maintenance and Superintendent.

- 01 - To provide cellular service for safety and improved communication/collaboration - (Cellular services with a max of 20 county wide)
- 02 - To provide paging services (10 Paging Services with a max of 20 county wide)

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve safety and enhanced communication with the home, county office, and community	Persons Responsible Technology Coordinator Special Education Director	Target Audience Bus Drivers, Maintenance Administration, Parents
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Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Purchase satellite cell phones for buses if funding is available.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve safety and enhanced communication with the home, county office, and community	Persons Responsible Technology Coordinator Transportation Director	Target Audience Bus Drivers, Administration, Parents
---	---	---

Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Parents as Respected and Valued Partners

Action Step -tech-To increase communication between parents and staff, all staff email accounts are made available to the public via the county web site

Projected Begin Date August 23, 2007	Projected End Date June 9, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose To improve parent/school communication	Persons Responsible County Technology Coordinator	Target Audience Parents, Students
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Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-To provide long distance, voice, data connections for all Lincoln County Schools.

- 01 - To provide basic telephone service (POTS) - 70 lines with a max. of 95 in 20 buildings

02 - To provide long distance telephone service (70 lines with a max. of 95 in 20 buildings)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	July 1, 2009	?	?

Purpose To provide effective communication within the school system
Persons Responsible Danny Dailey - Technology Coordinator

Target Audience
Students and Staff

Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Spec Ed

Associated Goals/Objectives Technology

Associated High Yield Strategies
Technology Integration

Action Step -TECH-Continue to support the project R.I.D.E. Program (Responding to Individual Differences in Education)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2008	?	?

Purpose Prevent academic and/or behavior problems
Persons Responsible Principals and Teachers

Target Audience
Teachers, administrators, students

Intended Impact on Audience Provide Teachers and administrators with Strategies to intervene student academic and/or behavior problems.

Professional Development Self-Study

Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies
Technology Integration

Action Step -TECH-Maintain School Center Maintenance Support and schools will maintain School Web Pages

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose To increase parent involvement/awairment
Persons Responsible Technology Coordinator, Principal

Target Audience All Schools and parents

Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies
Technology Integration

Action Step -TECH-Provide training for all county administrators on the use of eWalk for monitoring classroom climate and instruction

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose Expedite the county personnel evaluation process
Persons Responsible County Federal Programs Office and County Technology Coordinator

Target Audience
Administrators

Intended Impact on Audience Administrators will be able to effective use eWalk for classroom monitoring.

Professional Development

Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century

Coaching ,Trainer Led

Tools

Plan Section Technology**Associated Goals/Objectives** Technology**Associated High Yield Strategies**

Technology Integration

Action Step -tech-Provide appropriate technology equipment, software telecommunications network and resources to support 21st Century Learning instructional strategies and techniques.

Projected Begin Date August 26, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Increase Student achievement	Persons Responsible Technology Coordinator Principals	Target Audience All Schools
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Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology**Associated Goals/Objectives** Technology**Associated High Yield Strategies**

Technology Integration

Action Step -TECH-Purchase software necessary for implementing 21st Century Technology Skills

Projected Begin Date July 1, 2007	Projected End Date July 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To meet student needs and increase student achievement	Persons Responsible Technology Coordinator	Target Audience Teachers, Administrators, Students
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Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology**Associated Goals/Objectives** Technology**Associated High Yield Strategies**

Technology Integration

Action Step -TECH-Purchase upgrades and support for eWalk classroom monitoring system

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Improve the walk through observations and Teacher Evaluations for professional personnel	Persons Responsible Principals Technology Coordinator	Target Audience Administrators
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Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology**Associated Goals/Objectives** Technology**Associated High Yield Strategies**

Technology Integration

Action Step -TECH-Update infrastructure, hardware, and software in all schools to meet 21 Century Learning Skills as funds become available.

Projected Begin Date July 1, 2007	Projected End Date July 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To make the system more efficient	Persons Responsible Technology Coordinator	Target Audience All Schools
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and manageable.

Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Schools will incorporate Virtual field trips in instruction.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Increase Student Achievement	Persons Responsible Principals, Teachers	Target Audience Teachers, Students	Intended Impact on Audience Teachers will be able to effectively incorporate Virtual field trips into classroom instruction.
Professional Development Self-Study ,Trainer Led		Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning	

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Use Distance Learning for Spanish Class

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To meet the need for Spanish in 7th and *th Grade	Persons Responsible Teacher, Principal	Target Audience Teachers, Students	Intended Impact on Audience Teachers will effectively utilize distance learning
Professional Development Trainer Led		Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning	

Technology 06-21st Century Parent/Community/Partnership Collaboration

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Provide nessary technology to aid in the preparation of county and school communicationitems, i.e. newsletters, brochures, documents, ect.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Increase Parent involvement/communication	Persons Responsible Technology Coordinator Principal	Target Audience All Schools	
Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration			

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-County will provide professional development for employees in technology Integration

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To support using effective technology in the classroom	Persons Responsible Central Office Staff Technology Coordinator Technology Integration Specialist	Target Audience Teachers, Administration	Intended Impact on Audience To prepare teachers for 21st century skills needed in the classroom
Professional Development Trainer Led		Federal Compliances Technology 07-Professional Development for 21st Century Instruction	

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-County will provide professional development for LCHS Staff in 21 century instruction

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To support using effective technology in the classroom	Persons Responsible Central Office Staff Technology Coordinator Technology Integration Specialist	Target Audience Teachers, Administration	Intended Impact on Audience To prepare teachers for 21st century skills needed in the classroom
Professional Development Trainer Led		Federal Compliances Technology 07-Professional Development for 21st Century Instruction	

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-employee a full time Technology Integration Specialist(TIS)and a Part time TIS is Special Education

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To increase Technology integration in the classroom	Persons Responsible Technology Coordinator, TIS	Target Audience Teachers, Administrators	Intended Impact on Audience To prepare teachers for 21 century skill needed in the classroom
Professional Development Coaching ,Study Group ,Trainer Led ,Other	Professional Development Other Description Modeling	Federal Compliances Technology 07-Professional Development for 21st Century Instruction	

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Contract with local RESA for computer repair, support and upgrades.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To maintain a effective infrastructure for the school system	Persons Responsible Danny Dailey - Technology Coordinator	Target Audience Students and staff	
		Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools	

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -Tech-For effective use of network recourses WSUS servers will be maintained in all schools for use in updating Windows operating systems and Symantec antivirus.

Projected Begin Date October 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose More effectively use of Bandwidth	Persons Responsible Technology Coordinator	Target Audience All Schools	Federal Compliances Technology 08- Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-County will provide oportunities for parents and community members to utilize technology through training and instructional type situations in the ABE program

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Increase adult literacy	Persons Responsible Vocational Director ABE instructor	Target Audience Dropouts,parents, community members	Federal Compliances Technology 09- Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration

Action Step -TECH-Provide maintenance and support of computer services for adult students in the Even Start and ABE (Adult Basic Education) Program

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose To help adult students to achieve their educational goals	Persons Responsible Even Start, ABE Instructor and County Technology Coordinator	Target Audience Teacher Students	Federal Compliances Technology 09- Adult Literacy

E-rate Budgets

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2008 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	3,099.00	2,514.00	585.00
	Data Lines	70,800.00	58,056.00	12,744.00
	Internal Conn Maint	0.00	0.00	0.00

Internal Connections	336,486.40	1	283,326.30	53,160.06
Internet Access	0.00		0.00	0.00
Long Distance	744.00	1	624.96	119.04
Paging	1,750.00	1	1,470.00	280.00
Voice	50,465.00		41,236.00	9,229.00
WAN	0.00		0.00	0.00
Web Hosting	0.00		0.00	0.00
E-rate Totals	124,364.00		101,806.00	22,558.00

TFS/Elementary E-rate Application	2008 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008 State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	3,099.00	2,514.22	584.90
		Data Lines	70,800.00	58,056.00	12,744.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	0.00	0.00	0.00
		Paging	0.00	0.00	0.00
		Voice	50,464.00	41,236.17	9,228.63
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	124,363.00	101,806.39	22,557.53

TFS/Elementary E-rate Application	2007 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007 State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2006	Cellular	1,919.16	1,535.33	383.83
		Data Lines	70,800.00	57,348.00	13,452.00
		Internal Conn Maint	3,230.04	2,616.33	613.71
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	1,137.00	920.97	216.03
		Paging	0.00	0.00	0.00
		Voice	70,126.92	56,276.04	13,850.88
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	147,213.12	118,696.67	28,516.45

State Basic Skills E-rate Application	2006 State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006 State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	2,131.32	1,705.06	426.26
		Data Lines	58,467.00	47,188.95	11,278.05
		Internal Conn Maint	2,266.67	1,790.67	476.00
		Internal Connections	282,065.83	228,133.16	53,932.67
		Internet Access	0.00	0.00	0.00
		Long Distance	2,751.24	2,173.48	577.76
		Paging	0.00	0.00	0.00
		Voice	76,034.40	60,142.24	15,892.16

Web Hosting	0.00	0.00	0.00
E-rate Totals	424,849.79	341,133.56	83,716.23
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State Basic Skills E-rate Application 2005 State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application 2005 State Totals - SUCCESS	0.00	0.00	0.00
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E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

Look at the information included in this section. Revise if any of the information listed is incorrect or needs to be updated.

1. Do you have an Acceptable Use Policy? Yes No

2. If yes, what is the last date of adoption/revision? 12/15/2003

3. When was the public meeting held for CIPA Compliance? 06/25/2001

4. Provide the URL to your acceptable use policy. <http://boe.linc.k12.wv.us/>

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	9	2	11
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process